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The Junior College Leadership Program, originally meant to supply administrative and research leadership for the growing number of colleges, has expanded its scope to include continuing development of administrators, a doctoral program for administrators and research-oriented educators, and a cooperative internship for instructors. Visits to participants in an institute were intended only to evaluate it, but uncovered also the need for an outside consultant source for presidents, for continuing development of second-echelon officers, and for immediate preparation of leaders from minority groups. Seminars have given an opportunity for college leader involvement and have shown the value not only of rapid transition from theory to practice, but also of theory in broadening the narrow focus on immediate needs. The doctoral program is intended to develop chief administrators, whose personal and intellectual qualities will be enhanced by a study of theory and practice, by original research, and by experience in an administrative internship. The Cooperative Internship Program is an innovation in teacher preparation designed by a joint junior college-university team. The interms, though ready to teach all students, will concentrate on the minorities. The program has tried to recruit them from the minority groups. At the employing colleges, they will carry a solid teaching load, but will also have time to prepare and research their material and to have contact with colleagues. (HH)

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ANNUAL REPORT

1968-1969

THE JUNIOR COLLEGE LEADERSHIP PROGRAM

Division of Higher Education

The School of Education

JC 690 300

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 22 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

University of California, Berkeley

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Chester Case, Supervisor of Teacher Education	Director, Cooperative Internship Program
LeRoy Olson, Associate in Education	Admissions Advisor

ADVISORY COMMITTEE

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Wallace W. Hall	President, West Valley Junior College Campbell, California
Kenneth D. Boettcher	President, American River College Sacramento, California
Lowell F. Barker	President, Merced College Merced, California
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*See Appendix A for a listing of the addresses, publications and other professional activities of the JCLP Staff.

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Kenneth D. Boettcher	American River Junior College
Robert E. Swenson	Cabrillo College
William Goss	Cañada College
Reed L. Buffington	Chabot College
Robert Annand	Coalinga College
Harvey B. Rhodes	Columbia Junior College
Karl O. Drexel	Contra Costa Junior College District
Raymond S. Dondero	Contra Costa College
A. Robert DeHart	De Anza College
William P. Niland	Diablo Valley College
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Calvin C. Flint	Foothill Junior College District
Stephen E. Epler	Fremont-Newark Junior College District
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Ralph Schroder	Gavilan College
William B. Harwood	Hartnell College
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Robert Theiler	Lassen Junior College
Walter T. Coultas	Los Rios Junior College District
Louis Herkenhoff	College of Marin
Lowell F. Barker	Merced College
Norvell Smith	Merritt College
Roy G. Mikalson	Modesto Junior College
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George W. Clark	Napa Junior College
John W. Dunn	Peralta Junior College District
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Clifford M. Boyer	Reedley College
Oliver Durand	Sacramento City College
Louis G. Conlan	City College of San Francisco
Julio L. Bortolazzo	San Joaquin Delta College
Otto Roemmich	San Jose City College
Clifford Erickson	San Mateo Junior College District
Robert L. Ewigleben	College of San Mateo
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Wallace W. Hall	West Valley College
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James Starr	Yuba College

INTRODUCTION

This is a report of the ninth year of operation of the Junior College Leadership Program at the University of California, Berkeley. This Program, which began as an experiment in higher education funded completely by the W. K. Kellogg Foundation, has reached maturity and is now an integral part of the Division of Higher Education of the Department of Education, U.C., Berkeley.

The remarkable growth of community colleges in the United States has created a national demand for well-prepared leaders. Fifty-two complete administrative teams are needed each year to staff the junior colleges which are being established at the rate of one per week. Presidents, deans of instruction, deans of student personnel, deans of community services, deans of technical-vocational programs, directors of research, professors of junior college education will continue to be needed in every state throughout the decade of the 1970's. The demand for administrators with various ethnic backgrounds will grow more pressing. The JCLP was established in response to the need for research and leadership in the community college; it continues and expands its services to fulfill the continuing and expanding need.

The success of this Program can be measured by the number of graduates and workshop participants who have already moved into increasingly responsible positions of junior college leadership as well as by the nationwide demand for the graduates of the Junior College Leadership Program.*

*See Appendix B for a directory of the graduates of the JCLP.

The support and close cooperation of the California Junior Colleges Association, the American Association of Junior Colleges, and the Center for Research and Development in Higher Education have been needed by and unstintingly given to the Berkeley JCLP. The presidents and superintendents of central and northern California junior colleges have generously contributed time and effort in arranging internships, acting as resource people for doctoral students, arranging for visitations, and participating in seminars. The JCLP Advisory Committee, elected by the northern California junior college presidents, has provided liaison with the field and has given support and wise counsel.

Following the firm establishment of the doctoral program in junior college education at U.C. Berkeley, the JCLP staff, with the help of financial support from the W. K. Kellogg Foundation, initiated activities to improve the quality of leadership in the community college with two new and distinctive ventures. First is the training program to prepare leaders to conduct research and to engage in development activities relative to the community college. These graduates will fill important positions in universities, professional associations, and government agencies. Second is the program to provide intensive orientation and preparation for new junior college presidents and continued training for experienced administrators. This program includes institutes for first-year junior college presidents, assistance during the following year through consulting and resource activities, annual seminars for all northern California presidents, special seminars and the other forms of in-service training.

The Junior College Leadership Program is now divided into three major parts: the continuing development of community college leaders;

the doctoral program for junior college administrators and research-oriented educators; and the cooperative internship for junior college instructors. The doctoral program, other than several stipends for research-oriented students, has shifted in its financing from the W. K. Kellogg Foundation to the U.C. Department of Education. The whole thrust toward on-going development of community college leaders continues to be funded by the Foundation. The Cooperative Internship Program is an experiment underwritten by the United States Office of Education. Although the three subdivisions of JCLP may have different budgetary sources, they are really all of one piece, hence, are presented in total context within this Annual Report.

CONTINUING DEVELOPMENT OF COMMUNITY COLLEGE LEADERS

On-Campus Visits

During the fall months of 1968, on-campus visits were made to virtually all of the presidents who had attended the 1968 Western Institute for New Community College Presidents. The ostensible purpose of these visits was evaluation of the Institute but, in fact, the purpose grew to that of general consultation on immediate and long-term problems. The visits were not limited to "new" presidents; discussions were held with most presidents of community colleges falling within a fifty-mile radius of the University.

Several significant conclusions were drawn from these visits.* Perhaps the most important was the realization of the need of presidents to

*See Appendix C for a summary of impressions and evaluations gleaned from this canvass of community college presidents.

talk out their problems of organizational structure, personnel relationships, and leadership with a knowledgeable but detached outsider. Almost without exception they were complimentary about the functions performed by the JCLP at the University (the doctoral program, the institute for new presidents, the annual presidents' seminar). But, the very topics which they raised suggested more. What they would like, and seem to need, is a resource to which they could turn for periodic consultation. During the visits the presidents would broach problems which they were quite aware their JCLP guest could not seriously consider in the course of a casual visit. Such JCLP consulting services could eventually be budgeted for by the Districts, but a trial period to demonstrate their value is needed.

A second conclusion which was derived from talks with the presidents was that insufficient attention is being paid to the continuing development of second eschelon leaders in the community colleges. The presidents observed that their deans and assistant deans are frequently promoted from the ranks of the faculty, are devoid of formal preparation for their new responsibilities, and can turn neither to the universities nor to professional associations, e.g. CJCA, for in-service training. Some presidents asked pointedly why JCLP did not plan institutes and seminars for deans and other second-level administrators just as it did for presidents. Many recalled the summer workshops for such administrators which were offered during the first decade of the Berkeley JCLP.

The third most important message carried away from visits with the community college presidents was that preparation of Black and other Third World administrators merits high priority. Even presidents in suburban colleges, to say nothing of those in urban colleges, are

preoccupied with problems related to the militancy of the Black Student Union or the Brown Berets or other such groups. They are not so naïve as to think that a Black or Brown fireman (administrator) will put out the fires. They genuinely regret that society failed to prepare the identification models for the ethnic groups now pouring into the junior colleges.

Conference Participation

One way to work with junior college presidents is to visit them on their campuses. Another way to assure professional exchange is by participation in conferences. The staff of the JCLP made effort to capitalize on this type of activity as is evident from the professional activities catalogued in Appendix A. Several may deserve special mention.

The annual Asilomar Retreat for Junior College Presidents provides a forum for discussion of the current issues and problems facing the junior colleges in California. The retreat is virtually a seminar in administrative concerns by which the JCLP staff can become updated. The staff members are, at the same time, active participants and use the occasion to secure recommendations on topics for institutes, particularly for the Annual Presidents' University Seminar. Election and first meeting of the JCLP Advisory Committee occurs at this Asilomar Retreat.

A conference worth special mention was the Second Annual Junior College Conference sponsored by the College of Education at Arizona State University.* The junior colleges in Arizona have not had a strong statewide organization to arrange for time, place, and circumstance of professional exchange; a fact which increased the importance of this

*See Appendix D for a reproduction of the program showing the content and format of this Conference.

general convocation of junior college administrators and faculty at Tempe (Phoenix) and increased the importance of the Mountain-Plains Institute for New Presidents which was held a few weeks later at Scottsdale (Phoenix). Unfortunately, the sponsors and planners of the two conferences were each unaware of the efforts of the other, a condition which speaks to the need for better liaison and communication.

Four other conferences attended by some or all of the JCLP staff provided opportunities for professional participation in depth with presidents, board members, and other administration and faculty leaders. These were the Fall CJCA Conference at Anaheim, its Spring counterpart held at Sacramento, the Northern California Presidents' Conference at Yosemite, and the AAJC Conference at Atlanta, Georgia.

Cooperative Institutes With Other Regions

The JCLP at U.C., Berkeley, has its closest relationships with the junior colleges of Northern California but has, as part of its charge, the co-sponsorship with other universities of regional institutes for new community college presidents. In May of 1968, a very successful institute for new presidents in the Midwest was jointly presented by the University of Illinois and the University of California. Tentative plans were made for a Fall, 1968, institute at Columbia University.

Although money was budgeted for the Columbia University institute and for a second institute at the University of Illinois, these plans never came to fruition. The dramatic, even violent, confrontation of Columbia students with administration/police plus coincidental personnel changes involving Professors Walter Sindlinger and Michael Brick aborted the negotiations for Columbia-U.C. Institute for Northeastern Community College Presidents. Similar personnel changes at the University of

Illinois, first delayed and then made organization of a second Mid-western institute impossible. These misfortunes account for a goodly portion of the end-of-year budgetary surplus. Since every attempt will be made to present these planned institutes during the 1969-70 academic year, request will be made to carry over these funds into the new budget.

These setbacks were compensated by the success of the University of Colorado-U.C. sponsored Mountain-Plains Institute for New Presidents of Community Colleges. Professors Thomas Shay and Joseph Malik of the University of Colorado were most responsive to the proposal of a co-operative venture. The JCLP staff at U.C., Berkeley, assisted in the planning, participated fully in the Institute, and arranged for half of all expenses to be covered from the U.C. budget. Some twenty community college presidents traveled from Colorado, Wyoming, Nebraska, Kansas, Montana and Arizona to the Phoenix meeting to hear and exchange ideas with such consultants as Wilmar Bernthal, John Prince, Frank Mensel, Paul Elsner, George Hall, as well as the JCLP contingents from the University of Colorado and the University of California.*

Western Institute for New Community College Presidents

Despite the fact that the First Battle of the Peoples' Park was raging in Berkeley at the time, eighteen new presidents from Washington, Oregon, and California gathered for the second annual Western Institute. Actually, the violent drama going on outside served to make more vivid the relevance of the theme of the Institute: "The Community College President: The New Look."** This was particularly true for discussion

*See Appendix E for a full agenda of the three-day Institute.

**See Appendix F for a program of topics discussed and resource people used.

on the topics, "Human Relationships in the Decision-Making Process," and "The President's New Relationship with Students."

Evaluation interviews with presidents who attended the 1968 Western Institute prompted a new approach; one to assure maximum involvement of the participating presidents and to assure rapid movement from the theoretical to the practical. Three experienced yet "new look" leaders were invited to serve as presidents in residence: Presidents A. Robert DeHart of De Anza College, John J. Collins of Moorpark College and George R. Faul of Monterey Peninsula College. Each of these men gave an introductory position statement on one of the Institute topics and then, working with the JCLP staff participants, guided the "seminar" through several hours of depth exploration of the subject at hand. It was the consensus of the presidents, reflected in their parting remarks, and of the JCLP staff members, in their post-mortem, that this was a most effective approach.

Seventh Annual Presidents' Seminar

Quite a different modus operandi than that described above was used in the Seventh Annual Seminar for Northern California Junior College Presidents. At the Fall Asilomar Conference, these presidents had complained that the urgency of the immediate narrowed the focus of their perceptions. They requested exposure to the theoretical; to be provoked to new ways of looking at their organizational structure and the relationships among the people in this structure.

They got exactly what they asked for.* Harold Hodgkinson and Lyman Glenny, drawing from their recent studies at the Center for Research and

*See Appendix G for the detailed program of the Seminar.

Development in Higher Education, spoke on "Institutional Structure and Governance" and "The Power-Authority Complex." Richard Petersen, of Educational Testing Service, reported on the implications of the demographic characteristics and the attitudes of college boards of trustees as measured in the recent E.T.S. study. Equally intriguing to the presidents was Betty Lou Van Dalsem's lucid explication of "Sensitivity Training: Theory, Uses and Abuses."

A point related to the JCLP budget should be made regarding the Presidents' Seminar and the seminar to be described below. The wording of the W. K. Kellogg Foundation grant speaks to the need for special training programs for new community college presidents. The fact is that new presidents are not neatly separable from old presidents and, further, new presidents want to bring their deans with them to educational experiences which they anticipate will be as valuable for deans as for presidents.

Special Seminars and Projects

On May 2, the JCLP presented the seminar "Toward Understanding Black and Third World Students." The plan was to encourage perhaps a dozen or more new presidents to expose themselves to a rather safe and detached encounter with some very articulate Black and Third World spokesmen. In fact, the seminar grew to some fifty-two participants including both new and old presidents as well as deans whom they insisted on bringing. The panel of Black and Chicano spokesmen gave the participants some uncomfortable moments but in the process of polemic statement followed by frank discussion, they did contribute "Toward Understanding Black and Third World Students."*

*See Appendix H for a listing of panel members and the subject of their opening remarks.

Given time, money and staff, many similar seminars and projects could be organized that would be of great value to junior college presidents and to lower eschelons of administrators. To give examples of what is meant, ten ideas presented for consideration by the JCLP staff are reproduced below:

Item: Seminar on student activism and the First Amendment.

Item: Arrange for sensitivity training of encounter experience for interested community college presidents.

Item: Lecture-discussion series on the potentialities of the computer for community college administration and local research.

Item: Exploration with community college administrators of willingness to contribute to and cooperate with international junior college programs.

Item: Briefing of community college administrators on pertinent research on curriculum, student personnel, and administration toward establishing certain colleges as demonstration centers or field testing institutions for this research.

Item: Invite community college presidents and other administrators to attend those conferences and workshops of the Center for Research and Development in Higher Education that are germane to their activities and interests.

Item: Seminar presenting a model of institutional research in a community college. Should be done in conjunction with the Staff of the CRDHE so use of and coordination with Center studies would be possible. Use of central source of data processing and interpretation should be emphasized, as should new instruments for use in institutional research.

Item: Series of seminars on organizational theory and the implications for junior college administration.

Item: Develop complete case studies on live issues faced by junior college administrators. Perhaps even a case book on community college administration could be prepared and published.

Item: Analysis of the decision-making process either in general or in specific cases by an invited group of community college presidents (administrators?) followed by critique and extraction of some guiding principles.

THE DOCTORAL PROGRAM IN JUNIOR COLLEGE LEADERSHIP

General Statement

Objectives: The primary objective of the doctoral program in junior college leadership is to develop candidates with the potential of becoming chief administrators in junior colleges. However, some doctoral candidates have particular interests in becoming leaders in the administration of student personnel services, curriculum and instruction, or other aspects of junior college administration. The JCLP staff recognizes the need for university teachers and researchers as well as the need for junior college professionals in state and federal educational organizations. Candidates interested in such areas will be encouraged to pursue these objectives. It is assumed that the personal and intellectual qualities necessary for such leadership can be enhanced by disciplined examination of both theories and practices in higher education and administration, by conducting original educational research, and by experiencing a well-planned internship or its equivalent.

Selection of Candidates: Those candidates who satisfy admission requirements of the University's Graduate Division and the Department of Education are screened by the staff of the Junior College Leadership Program. A combination of academic ability and leadership potential is considered important for selection. Those candidates applying for fellowships are further screened by the Campus Advisory Committee of the JCLP. Previous educational and professional experience, together with the recommendations of at least three individuals qualified to comment on the applicant's demonstrated or potential ability as an administrator, are all considered in this evaluation.

Individualized Programs: Each student beginning the doctoral program brings with him a unique combination of professional experience and graduate study. In conference with the advisors, a doctoral plan is charted which recognizes the candidate's accomplishments and which will strengthen him in areas where he has not had adequate study and/or experience. These individualized programs include courses in the Department of Education as well as in various academic departments of the University. They also include field and internship experiences. The student's specialized interests in administration are recognized as he selects seminar projects and a dissertation topic. It should be noted, however, that each candidate must offer the major in higher education as well as courses in administration, a minor in another field of education, and study in other University departments.

Courses in Higher Education: Just as the junior college itself is a segment of higher education, the JCLP is a part of the Division of Higher Education. The rather limited number of courses and seminars specific to the junior college are taught by Leland L. Medsker, Dale Tillery, Charles Collins, and John Petersen. These specific courses are, for the candidates, broadened and given context and background by an array of courses in higher education taught by such scholars as T. R. McConnell (emeritus), Paul Heist, Lyman Glenny, James C. Stone, Joseph Axelrod and, from time to time, researchers from the Center for Research and Development in Higher Education.

The Administrative Internship: In many respects the JCLP is a joint enterprise between the University and the junior colleges it serves. An area involving specific cooperation is the planning of internships in neighboring colleges which will contribute significantly

to the professional growth of the Kellogg fellows. The following conditions are considered fundamental to the administrative internship at U.C. Berkeley:

1. The cooperating junior college should have need for administrative help. Furthermore, its president should be convinced that he will receive a full measure of capable service when employing an intern.

2. Efforts should be made by the program advisors to match the capabilities and experiences of the intern with the particular needs of the employing college.

3. In addition to making one or more major contributions to his employing college, the intern should be given certain broad experiences under the guidance of the president and/or his administrative staff. In general, these experiences should include:

   a. Becoming familiar with the overall organization of the college: relationships, duties, and authority of various kinds of personnel.

   b. Understanding the nature of the educational and occupational community in which the college exists.

   c. Attending such meetings, when appropriate, as those of the governing board, curriculum committee, administrative council, and faculty.

   d. Becoming familiar with the responsibilities and the detailed operations of the major areas of administration: instruction, student personnel, business operations, and the office of the chief administrator.

   e. Participating in institutional research.

   f. Becoming familiar with the college's practices in recruitment, selection, and supervision of new teachers.

   g. Participating in the preparation of catalogues, course outlines, accreditation reports, and, when possible, specifications for new buildings.

4. The appointment of a doctoral candidate to an internship is made by the governing board of a junior college upon recommendation of its chief administrator and the program directors. The intern is assigned half-time to administrative responsibilities and is paid a salary commensurate with those responsibilities. His schedule should give primacy to his junior college assignment, but should permit the continuation of his studies on a part-time basis at the University.

5. In addition to direction and supervision by appropriate administrators at the employing college, the intern will be supervised by members of the University staff. There will be occasional visits by supervisors to the college and frequent conferences on the University campus. Groups of interns will meet together at regular intervals.

6. In most cases an intern will serve for an academic year. However, depending upon the needs of the college and the experience of the candidate, a shorter internship may be established.

The Research Option: The initial focus of the JCLP was the preparation of administrative leadership for community colleges. Other areas, however, also have pressing needs for leadership. The growth of state-level agencies with responsibility for two-year colleges has created a demand for staff members sophisticated in organization, administration and research. As community college systems expand in many states, more university teachers and researchers are needed to serve these institutions. With annual stipends provided by the W. K. Kellogg Foundation, the JCLP at U.C. Berkeley has encouraged students whose interests lie in research and state-wide leadership functions related to the community college. Three Kellogg Fellows, John Petersen, William Preston and Ferdinand Dagenais, have had internship experiences in research and a fourth, John Fiedler, served an internship with the CJCA. Mr. LeRoy Olson and Mr. Arthur Evans have been awarded limited stipends for summer research projects and, as the next academic year approaches, new Kellogg Fellows will be selected.

Degrees Completed*

During the 1968-69 academic year, the following four Junior College Leadership Program students completed work for the Ph.D. or Ed.D. at the

*See Appendix I for a complete listing of dissertations written with the imprimatur of the JCLP.

University of California at Berkeley. Their dissertation subjects and their present positions are also noted.

Thomas W. Fryer: Awarded the Ph.D. in March 1969--Director of Downtown Campus, Miami-Dade Junior College, Miami, Florida; "An Investigation of Registered Voter Opinions Concerning the Community College as an Educational Institution in a Northern California Junior College district."

Thomas MacMillan: Awarded the Ed.D. in June 1968--Assistant Dean for Community Services, Napa College, Napa, California; "Establishing a Predictive Model for Early Recognition of Potential Community College Student Attrition."

Rudolph J. Melone: Awarded the Ph.D. in March 1969--Dean, Institutional Development, Pima Community College; Tucson, Arizona, "A Comparative Study of Backgrounds and Attitudes of Community College Academic Staff."

Victor Willits: Awarded the Ed.D. in March 1969--Registrar at Chabot College, Hayward, California; "A Comparative Analysis of State Implementation of Title I of the Higher Education Facilities Act of 1963 with Respect to Public Community Colleges and Technical Institutes."

Placement of Interns

Opportunities are provided for advanced doctoral students in the U.C. Berkeley program to serve as paid administrative interns or to engage in other types of field work. During the 1968-69 academic year, the following students held administrative internships in community colleges or in junior college professional associations:

Thomas Adams: Administrative Assistant, Sacramento City College, Sacramento, California

Sidney H. Davidson, Jr.: Administrative Intern, De Anza College, Cupertino, California.

John C. Fiedler: Administrative Assistant, California Junior College Association, Sacramento, California

Murray Leavitt: Marketing and Management Program Coordinator and Student Personnel Services Assistant, Foothill College, Los Altos Hills, California

Clarence W. Mangham: Associate Director, OEO Project, American Association of Junior Colleges, Washington, D.C.

Thomas MacMillan: Director, NORCAL Study (A Study of Student Retention in Northern California Junior Colleges), California Junior College Association, Sacramento, California

David H. Mertes: Chairman, Division of Life Sciences, College of San Mateo, San Mateo, California

Samuel Toney:* Administrative Intern, The Peralta Colleges, Oakland, California

The University itself offers a diversity of professional experiences to doctoral students in higher education. Each year a number of students are employed by the University in either part-time or full-time positions. During 1968-1969, the following students held such positions:

Rudolph J. Melone: Post Graduate Research Educator, Center for Research and Development in Higher Education

LeRoy E. Olson: Associate in Education and Admissions Advisor, Division of Higher Education

John C. Petersen: Assistant Director, Junior College Leadership Program

William G. Preston: Research Assistant, SCOPE, Center for Research and Development in Higher Education

Status of Candidates Admitted to the JCLP Doctoral Program

Advanced Students:

Thomas Adams: Administrative Intern, Sacramento City College--Preparing dissertation proposal

Jack E. Brookins: President, Southwestern Oregon College--Writing dissertation

John Carhart: Director of Research and Planning, Contra Costa Junior College District--Preparing dissertation proposal

Sidney Davidson: Administrative Intern, De Anza College--Preparing dissertation proposal

Demitra Georgas: Assistant Dean of Students, Foothill College--Preparing dissertation proposal

*Samuel Toney, who died suddenly and tragicly in June 1969 served splendidly as an administrative intern with the Peralta Colleges under a special grant from the Sloan Foundation. His loss to education will be mourned.

Wayne Johnson: Registrar, Contra Costa College--Writing dissertation

James Kiser: Associate Dean of Student Services, Central Piedmont College, North Carolina--Writing dissertation

Murray Leavitt: Administrative Intern, Foothill College--Preparing dissertation proposal

Harold Luntey: Associate Dean, Modesto Junior College--Writing dissertation

Clarence Mangham: Administrative Intern, AAJC, Washington, D.C.--Writing dissertation

LeRoy E. Olson: Associate in Education, University of California, Berkeley--Preparing dissertation proposal

Mary Lou Neasham: Counselor-Instructor, American River College--Writing dissertation

John C. Petersen: Assistant Director, JCLP, University of California, Berkeley--Writing dissertation

William G. Preston: Research Assistant, SCOPE, Center for Research and Development in Higher Education--Preparing dissertation proposal

Don Stephenson: Assistant Dean of Counseling, San Jose City College--Writing dissertation proposal

R. Bryce Young: Social Science Instructor, De Anza College--Preparing dissertation proposal

Continuing Students:

Marcia Aron: Sociology Instructor, San Francisco City College--Pursuing course work

John L. Beckham: Personnel Director, Sunnyvale City Schools--Pursuing course work

Dorothy Bropleh: Counselor, Laney College--Pursuing course work

Gerald Burroni: Chairman, Social Studies Department, College of Marin--Preparing for qualifying examination

Patrick Carter: Director of Technical-Vocational Education, Diablo Valley College--Preparing for qualifying examination

John Cleary: Sociology Instructor, Chabot College--Pursuing course work

Thomas Cottingim: Assistant to the Chancellor, The Peralta Colleges--Preparing for qualifying examination

Lawrence Crouchett: Assistant to the President, Diablo Valley College--Preparing for qualifying examination

Ferdinand Dagenais: Research Analyst, E.T.S., Berkeley, California--Preparing for qualifying examination

Donald Dye: Assistant Dean of Business, Merritt College--Pursuing course work

Arthur H. Evans: Business Instructor, San Francisco City College--Preparing for qualifying examination

John C. Fiedler: Administrative Assistant, CJCA, Sacramento, California--Preparing for qualifying examination

John R. Hinton: Dean of Instructional Services, Cabrillo College--Preparing for qualifying examination

Joseph Jeppson: Chairman, History Department, College of San Mateo--Pursuing course work

Donald L. Kester: Counselor, Chabot College--Pursuing course work

Samuel Toney: Administrative Intern, The Peralta Colleges--Preparing for qualifying examination (deceased)

E. Paul Williams: Director of Ethnic Studies Department, Mills College--Pursuing course work

Students Admitted for Candidacy Effective 1969-1970*

Gregory Goodwin: Instructor, Bakersfield College

Arthur Oswald: Administrator, Community Colleges, University of Hawaii

Bruce Swenson: Mathematics Instructor, Foothill College

Timothy Welch: Dean of Community Services, Cabrillo College

*The accretion of a heavy backlog of advanced and continuing students made it necessary to severely restrict the admission of new students into the Program for the coming year.

PROGRESS REPORT ON THE COOPERATIVE INTERNSHIP PROGRAM

Introduction

With the institution of the Cooperative Internship Program in the spring of 1969, the University of California and the JCLP resumed a long-standing involvement in the preparation of instructors for the junior college. The Cooperative Internship Program (CIP) is an innovation in teacher preparation designed by a joint junior college-university planning team and funded by a grant from the United States Office of Education under the provisions of the Education Professions Development Act, Title V-E. The leadership for this new program, as for its predecesor, the Graduate Internship Program for Junior College Teachers, comes from the Junior College Leadership Program. Building on the successful aspects of the earlier teacher internship, the CIP will experiment with new approaches to the preparation of instructors. These interns will be involved in the instruction of the broad range of junior college students but will give special attention to the disadvantaged student.

Background

An important event for the preparation of junior college teachers in California was the drastic modification of the profession requirements for the teaching credential in the early sixties. The removal of the professional requirements coupled with a market situation which found the supply of teachers exceeding demand in almost every field, caused existing programs such as the Graduate Internship to experience a sharp decline in enrollment and interest. As a consequence, the Graduate Internship Program was discontinued in 1966. Inasmuch as the

GIP had been a source of outstanding instructors for years, its absence was keenly felt in the field. A desire to reinstitute an internship program was formalized as a request by the presidents of Northern California junior colleges to the University to establish a committee to explore ways of planning and implementing a new program. The request was supported by a promise of cooperation and the employment of interns.

The Dean of the School of Education appointed a consortium committee consisting of junior college administrators, faculty, and university personnel. Early in the planning stages, the committee determined to write a proposal for Federal funding under the provisions of EPDA. Meeting throughout the spring of 1968, the committee readied for submission a proposal that eventually captured one of the few grant awards in the nation.

Upon the formal notification of the grant award, Chester Case was appointed as Director of the CIP. With the realization that the lateness of the grant imposed a serious problem in timing, plans for publicizing the program, recruiting, screening, and selecting of intern candidates were rushed into operation. The colleges themselves were invited to refer CIP applicants who had come to their attention and who they wished to employ. In a relatively short time, a roster of promising candidates was introduced to representatives of cooperating colleges during a Candidate's Introduction Day. Now, with the twenty-five budgeted positions for interns almost filled, the CIP looks forward to its first pre-service institute and its first year of operation.

The Program

The planning committee held from the beginning that it would be important to develop new concepts and methods in the preparation of

junior college instructors. It was determined that the program should deeply involve the local intern-employing college, its administration and faculty in the preparation of the instructor. It was felt that the intern should carry a substantial teaching load, but that there should be built into his schedule assigned time for development. A major thrust was made toward the recruitment of interns from minority groups who would be involved in the education of disadvantaged students in regular, as well as experimental, curricula. In essence, the provisions of the program sought to meet two well-known needs of the beginning instructor: time, to prepare, observe, reflect, research, and colleague contacts, to confer, consult, observe, analyze.

The chart below, indicates the manner in which the several phases of the program allocate time for the interns to fulfill individually shaped programs of professional development. It should be noted that the interns begin with the heavy dose of a two-week pre-service institute but that the teaching load is only 3/5 the first semester and 4/5 the second semester. Federal stipends, to the extent of $1650, in effect "buy" the time for the intern.

PARTICIPANTS	PHASE I Pre-Service Aug. 18-29, 1969	PHASE II Internship First Semester	PHASE III Residency Second Semester
1. Interns	Two week pre-service Institute at Berkeley (full time, housing available)	Teaching 3/5 load On campus studies and development of teaching materials and methods	Teach 4/5 Continuation of studies and development
2. Master Instructors	One week pre-service Institute at Berkeley (full time, housing available)	Supervision of intern collaboration in development of methods and materials	Continuing collaboration with intern
3. Interns, Master Instructors other Faculty and Staff		On-going program of one-day seminars and/or workshops on topics related to instruction, student characteristics, and other concerns.	

Colleague contact for the intern is based on the designation by the college of a "master instructor," who will work with the intern in an arrangement analagous to the familiar practice-teaching situation. The master instructor will also orient the intern to the diverse facets of the college, and, depending upon the local campus circumstances, will work with the CIP staff in making the presence of the intern the occasion for developing wider ranging and more inclusive in-service experiences for ther regular faculty members.

Placement of Interns

By early July, the CIP arranged for twenty-three placements in spite of the fact that most positions were filled before the CIP was operative. These placements were distributed among colleges as widely separated geographically as Sierra College in the North to Bakersfield College in the South, but centered primarily in the greater Bay Area, including Cabrillo, San Mateo, Monterey Peninsula, Diablo Valley, San Francisco, Hartnell, Contra Costa, Laney, Chabot, De Anza, Foothill, and Ohlone.

It is interesting to note that fifteen of the candidates represent minority groups, and that of the fifteen some twelve will begin their teaching service in ethnic studies programs, or in such experimental situations, as the Laney Experimental College.

It is the hope of the CIP that the influence of the program might radiate out into the departments and faculties of colleges employing interns, and that experienced faculty members will learn to teach better by teaching the interns to teach.

APPENDIX A

Professional Activities of the JCLP Staff

Major Addresses

Dale Tillery

"Helpfulness of Parents, School Personnel, and Peers to Students With Different Educational Aspirations," American Psychological Association Convention, San Francisco, California, August 30, 1968.

"New Approaches to Instruction in Community Colleges," Triton College, Chicago, Illinois, September 10, 1968.

"What's Wrong With Counseling?" Contra Costa Counseling Conference, First Christian Church, Concord, October 10, 1968.

"Is Education Impersonal and Irrelevant?" Conference Workshop, College of Marin, October 25, 1968.

"Issues in Community College Education," Higher Education Conference, United Council of Churches, San Mateo, California, November 9, 1968.

"The Impact of the Counselor on the Life of the Student," Counselor Symposium, Ottawa University, Ottawa, Kansas, December 13, 1968.

"Counseling 'Counts'--SCOPE Students Look at Counselors," College Entrance Examination Board Regional Meeting, San Francisco, January 13, 1969.

A developmental report for counselors including a discussion of school use experiences by project consultants, California Personnel and Guidance Association Convention, Anaheim, February 13-16, 1969.

"The Decision-making Process in the Transition from School to College," symposium on sources and channels of information on higher education, WICHE Conference, Denver, Colorado, February 20-21, 1969.

Moderator of symposium on Faculty Role in College Governance, report on Center for Research and Development in Higher Education, member of Commission on Instruction, American Association of Junior Colleges Convention, Atlanta, Georgia, March 2-7, 1969.

"The Educational Rites of Passage," California Association of Women Deans and Principals Conference, Los Angeles, March 15, 1969.

Teacher Role and Guidance for Post-Secondary Education: A Review of SCOPE Project Findings and Implications, American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969.

Keynote speaker, Conference on the Teaching of Science in Two-Year Colleges, sponsored by the Committee on Undergraduate Education in the Biological Sciences, Washington, D.C., June 18-19, 1969.

Leland L. Medsker

"Distribution of Responsibility Between State and Local Community College Boards," Western Interstate Commission for Higher Education Workshop, San Francisco, California, September 26-27, 1968.

"Research and Development Needs in Junior Colleges," national meeting. State Junior College Officers, Honolulu, Hawaii, November 12, 1968.

"Research at the State Level on Community Colleges," meeting of the National Council of State Directors of Community-Junior Colleges, Honolulu, Hawaii, November 13, 1968.

"The Governance Complex in Junior College Operation," American Association of Junior Colleges, Atlanta, Georgia, March 4-6, 1969.

"Some Problems with Regard to Research in Higher Education," Western Regional Conference of the Educational Testing Service, San Francisco, California, May 9, 1969.

Charles Collins

"The Higher Education System of Ceylon," Project Ceylon, University Religious Conference, University of California, Los Angeles, California, September, 1968.

"Innovations and Their Implications for Faculty Planning," School of Environmental Design, University of California, Berkeley, California, December, 1968

"Some Student Characteristics and Their Implications for Student Personnel," Second Annual Junior College Conference College of Education, Arizona State University, April, 1969.

Chester Case

"The Academic Senate as a Vehicle for Faculty Participation in Junior College Governance," American Association of Junior Colleges, Atlanta, Georgia, April, 1969.

Publications

Dale Tillery

SCOPE Grade Eleven Profile, (with Denis Donovan and Barbara Sherman), Center for Research and Development in Higher Education and College Entrance Examinations Board, 1969.

School to College: Distribution and Differentiation of Youth, College Entrance Examination Board, New York, Fall, 1969.

Leland L. Medsker

Beyond High School, (with James W. Trent), Jossey-Bass, San Francisco, 1968.

Varieties of College Experience, (with James W. Trent), Center for Research and Development in Higher Education, Berkeley, 1968.

Problems and Issues in Accreditation by Specialized Agencies of Vocational-Technical Curricula in Postsecondary Institutions, (with Lloyd E. Messersmith), Center for Research and Development in Higher Education, Berkeley, 1969.

A Survey of Research and Perspectives on National Planning for Higher Education, (with Lyman Glenny, Ernest Palola, James Paltridge), Center for Research and Development in Higher Education, Berkeley, 1969.

"Community College Education," Encyclopedia of Educational Research, Fourth Edition, The Macmillan Company, Toronto, Canada, 1969.

Charles Collins

College Orientation: Education for Relevance, Holbrook Press, 1969.

"Research on Students and Implications for Junior College Student Personnel Work" in O'Banion, T. and Thurston, A. Student Personnel Work in the Junior College, Prentice Hall, late 1969.

"Grading in the Community College: A Proposal," Focus on Action: Developing Junior College Handbook, AAJC, 1969.

"Psycho-Social Causes of Student Unrest" Mental Health Bulletin, Ceylon Mental Health Association, 1968.

Three chapters: "Assumptions and Premises," "A Point of View on Grading Standards" and "Junior College Counseling: A Critical View" in Ogilvie, W. K. and Raines, Max R. The Community College: A Commentary, McGraw-Hill, late 1969.

"Financing Higher Education: A Proposal" ERIC-AAJC Monograph Series, late 1969.

Other Professional Activities

Dale Tillery

Northern California Junior College President's Retreat, Asilomar, California, October 6-8, 1968.

California Junior College Association Fall Conference, Anaheim, California, October 29-31, 1968.

Consultant to U.S. Office of Education regarding the Education Professional Development Act, Washington, D.C., November 13-15, 1968.

Airlie House Conference on the Preparation of Junior College Teachers, Warrington, Virginia, November 17-19, 1968.

Conference on the role of theory in research on college students, Center for Research and Development in Higher Education and Educational Testing Service, Berkeley, November 29-December 3, 1968.

Northern California Junior College Presidents' Conference, April 20-22, 1969, Yosemite, California.

Conference summation: "The Junior College as an Agent of Change," sponsored by OEO and AAJC, Los Angeles City College, April 11-12, 1969.

Co-sponsor Institute for New Community College Presidents, Phoenix, Arizona, May 4-6, 1969.

"Understanding the Black and Third World Students: Seminar for Community College Presidents," Berkeley, May 2, 1969.

Western Institute for New Community College Presidents, Berkeley, May 22-24, 1969.

Director, Community College Presidents' Institute on Research in Higher Education, Berkeley, June 22-23, 1969.

Chairman, Occupational Consultant Team, Navajo Community College, Many Farms, Arizona, June 26-27, 1969.

Chairman, Consulting Team to evaluate the Oakland Inner-City Project for the Office of Economic Opportunity.

Leland L. Medsker

Member of Advisory Commission on Accreditation and Institutional Eligibility (USOE), Washington, D.C., September 16-17.

Member, Joint Committee on Higher Education, California Legislature, Sacramento, September 10.

Consultant, WICHE Workshop for Junior College Board Members, San Francisco, September 26.

Leland L. Medsker (cont'd)

Member, Higher Education Colloquium, Denver, October 9.

Member, Advisory Council, Association of Governing Boards of Colleges and Universities, Denver, October 9.

American Council on Education meeting, Denver, October 10, 11.

Member, Joint Committee on Higher Education, California Legislature, Sacramento, October 23.

Urban College Project, meeting, Washington, D.C., November 5-6.

Consultant, Multi-campus project, American Association of Junior Colleges, Chicago, September 23.

Urban Community College Project of the American Association of Junior Colleges, meeting, Washington, D.C., November 5-6.

U.S. Office of Education, Division of Higher Education Research, Invitational Conference on Higher Education, Washington, D.C., December 2-3.

National Planning Congress for Higher Education, sponsored by the Office of Education and the Academy for Educational Development, meeting, New York, December 3.

Joint Committee on Higher Education of the California State Legislature, meeting, San Francisco, Airport, December 4.

Advisor, meeting of representatives of the State University of New York, New York, December 9-10.

Workshop Chairman, Conference on Urban Educational Problems, sponsored by the University of California, San Francisco, December 13-14.

U.S. Office of Education, Advisory Committee on Accreditation, meeting, Washington, D.C., December 16-17.

Meeting with Study Commission, State University of New York, New York City, January 8.

Meeting of Center Directors, Atlanta, Georgia, January 9-10.

Contract negotiations with the U.S. Office of Education for fiscal year 1969-70, Washington, D.C., January 15.

Meeting with staff, Esso Foundation; meeting with staff, Institute for International Education; meeting with staff, Institute of Higher Education, Teachers College, Columbia University--all in New York City, January 16.

Meeting with staff, Ford Foundation, New York City, January 17.

Leland L. Medsker (cont'd)

American Educational Research Association, chairman of panel discussion on Research on Student Participation, Los Angeles, February 8. With participants Joseph Axelrod, Harold Hodgkinson, and Mary Regan.

Met with officials of various professional associations in connection with the Academy for Educational Development project, Washington, D.C., March 31, April 1, April 10.

Attended meeting of Committee on International Education, Member of College Entrance Examination Board, New York City, April 11.

Attended meeting of the Council on College Level Examinations, College Entrance Examination Board, New York City, May 13.

Attended meeting of the Advisory Committee on Accreditation and Institutional Eligibility, Washington, D.C., May 19-20.

Charles Collins

Northern California Junior College Presidents' Retreat, Asilomar, October 6-8, 1968.

Panelist, the Community College and the Church sponsored by the United Ministries in Higher Education, College of San Mateo, November, 1968.

Consultant, AAJC Urban Community College Student Personnel Project, January 30, 1969.

Pacific Coast Conference on English, College of San Mateo, October 26, 1968.

Consultant, E.T.S.--Carnegie Study on Computer Uses in Junior College Counseling, February 2-3, 1969.

Speaker, Conference for UCLA Students Exchange to Ceylon, Los Angeles, September 26, 1969.

Member, E.T.S. Advisory Committee on Development of a Junior College Self-Study Instrument; periodic meetings during 1968-1969.

Director of Seminar for College Presidents "Toward Understanding Black and Third World Students," Berkeley, May 2, 1969.

Conference "The Junior College as an Agent of Change." Sponsored by OEO and AAJC, Los Angeles City College, April 11-12, 1969.

Northern California Junior College Presidents' Conference, Yosemite, April 20-22, 1969.

Institute for New Community College Presidents, Phoenix, Arizona, May 4-6, 1969.

Charles Collins (cont'd)

Consultant, Junior University Colleges, Ministry of Education, Colombo, Ceylon.

Second Annual Junior College Conference, Arizona State University, April 12, 1969.

Member, AAJC Evaluation Team on the Peralta District Inner City Project, June-July, 1969.

Director, Western Institute for New Community College Presidents, Berkeley, May 22-24, 1969.

Chester Case

Director, Cooperative Internship Program, a federally funded pre-service and in-service program for the preparation of junior college faculty personnel, 1969-1970.

APPENDIX B

Directory of JCLP Graduates

Name	Present Position
Ernest H. Berg, Ed.D.	President, College of Alameda
Jack D. Bessire, Ed.D.	Dean of Students, Monterey Peninsula College
Chester H. Case, Jr., Ph.D.	Director, Cooperative Internship Program, University of California, Berkeley
George W. Clark, Ed.D.	President, Napa College
James V. Clark, Ed.D.	Associate Director of Relations with Schools, University of California, Berkeley
Thomas W. Fryer, Ph.D.	Director of Downtown Campus, Miami-Dade Junior College
Richard H.Gott, Ph.D.	Director, OEO Projects, American Association of Junior Colleges
Louis H. Herkenhoff, Ed.D.	Acting President, College of Marin
Tudor M. Jones, Ed.D.	Associate Professor, California State College at Hayward
James Keene, Ed.D.	Director of Research, San Joaquin Delta College
George Peter Lederer, Ed.D.	Assistant to the President, State University of New York at Binghamton
Thomas MacMillan, Ed.D.	Assistant Director of Adult Education, Napa College
Richard V. Matteson, Ed.D.	Dean, Summer Session, Laney College
H. Neil McCallum, Ed.D.	Associate Project Director, Ford Foundation Caracas, Venezuela
John T. McCuen, Ed.D.	President, Glendale College
Rudolph J. Melone, Ph.D.	Dean of Institutional Development and Research, Pima Community College, Arizona

Lloyd Messersmith, Ed.D.	Executive Director, California Junior College Association
Barbara Mertes, Ph.D.	Chairman, Department of Speech, Chabot College
Roy G. Mikalson, Ph.D.	President, Modesto Junior College
Ernest R. Neasham, Ed.D.	Senior Education Manpower Specialist U.R.S. Research Co., Palo Alto
William P. Niland, Ed.D.	President, Diablo Valley College
John E. Ravekes, Ed.D.	Dean of Students, Essex Community College, Maryland
Harvey B. Rhodes, Ed.D.	President, Columbia Junior College
Charles K. Sapper, Ed.D.	Director of Evening Education, Diablo Valley College
Thomas M. Shay, Ed.D.	Associate Professor of Higher Education, University of Colorado
Dale Tillery, Ph.D.	Director, Junior College Leadership Program, University of California, Berkeley
Victor W. Willits, Ed.D.	Registrar, Chabot College
William M. Winstead, Ed.D.	Assistant Superintendent, San Bernardino Valley College
Robert L. Wynne, Ed.D.	President, Contra Costa College

APPENDIX C

January 28, 1969

TO: Dale Tillery, John Petersen, Lee Medsker, LeRoy Olson

FROM: Charles Collins

SUBJECT: Visits to Junior College Presidents

During the last few months, John Petersen and I have tried to visit as many campuses and talk to as many of the community college presidents as possible. Part of this attempt grew out of the suggestion to make a follow-up of the participants of the 1968 New Presidents' Seminar and part followed from JCLP business and from desire to see what is going on in the front lines. We visited or at least talked at some length, to quite a few new presidents: Lewis Herkenhoff of Marin, Bill Goss of Canada, John Collins of Moorpark, Art Jensen of San Bernardino, Ray Loehr of Ventura, John McCuen of Glendale, and Leland Lucksinger of Denver. The list of not-so-new presidents visited may even be longer: Phil Garlington of Skyline, Bob DeHart of De Anza, Bob Faul of Monterey, Oliver Durand of Sacramento, Ken Boettcher of American River, Reed Buffington of Chabot, Ray Dondero of Contra Costa College, Bill Niland of Diablo Valley, Karl Drexel of Contra Costa District, Hubert Semans of Foothill, Erv Metzgar of Grossmont, Abel Sykes of Compton, Wally Homitz of Laney, Mr. Casanave of the Oakland Skills Center, Don Bridgman of the Higher Education Center at Tucson and Tom Shay and Joe Malik at Boulder.

We picked up a great number of impressions some of which may be worthy of passing on to you. I'll start with those related directly to the New Presidents' Seminar and then broaden out to more general observations. I'll also pay strict attention to brevity.

1. All of the new presidents thought the Seminar was worthwhile and would recommend we continue this program. I do not think it loomed as important to them as it did to us and I suspected they found it a little odd that I would be harking back to it.

2. The sessions in the Seminar that elicited maximum interaction among themselves were the ones they best remembered.

3. Most volunteered the statement that the visit to and the dedication of De Anza College was an unwelcome interruption.

4. The new presidents have made a few informal clusters for exchange of information and mutual support. They would undoubtedly like more of this but do not seem to expect or think it feasible for the JCLP to perform this function for them.

5. Most of them reported that the case studies were quite interesting and some thought they were a clever means to provoke discussion. Others thought they were a rather long-winded way to get an obvious issue out on the table.

6. Most of the presidents were prompted to say that the informal interaction that followed from their living together was a very large plus.

7. I gathered from the new and also from the experienced presidents that they look to the University to stimulate them to think at a philosophic level and to consider the implications of new research. They don't think of us as practitioners who can tell them "how to do it."

8. Some remarked that presidents get swamped with conferences of an in-service-training nature while the second eschelon of administrators do not get adequate opportunity for this kind of learning.

9. The JCLP administrative internship enjoys a remarkably fine reputation among all the presidents. I do not think we would experience difficulty in placing interns even if the program were to grow. Del Rios, which has its own internship plan, would prefer to hook onto ours and will continue to take our interns even while trying to operate a somewhat parallel set-up.

10. Many presidents asked if and when we would re-activate the instructor internship. Many said in an emphatic manner that the U.C. interns were the best staff people they ever got.

11. Almost all the districts are looking, some desperately, for Black and Brown administrators and teachers. I think we could have placed Sam Toney at every college we visited. Black and Brown counselors and teachers are in terrific demand which should be of concern to Chet Case and his new program.

12. Almost all the presidents in this area are preoccupied with and devoting great blocks of time to dealing with the Black and Third World militants. This won't be news to you and I raise the point to justify our own concern with seminars, etc., dealing with this subject and also to sound a warning that this summit ad hoc negotiating will, in my opinion, soon cause a reaction from the deans and from the faculties. Perhaps we should anticipate and address ourselves to this problem.

13. Second only to the ethnic militants are the so-called New Left militants in the concern of the presidents. Many of them seem to be dealing with explosive legal issues without either a base in philosophy or jurisprudence. We could provide a service in this area but I'm afraid the Chancellor's Conference may have checkmated us on this (see other memo).

14. All of the presidents are talking about the money crunch--even San Mateo and Foothill. Most seem to feel that the problem

can't be solved within the present financial structure. Actually this seems to be a root cause for many of the other crises that on the surface appear unrelated. This intrigues me to pursue my own fiscal fantasy for I don't think the Carnegie Commission proposal had the junior colleges very clearly in mind.

15. Although the presidents all seem to be in favor of the seminars and workshops organized by the JCLP, I don't really think they see us as a service station where all kinds of educational knocks can be removed from their engines. I think they might look more to CJCA, than to us for this kind of quickie treatment of emergencies.

I am really ambivalent about this last point. John and I both remarked, again and again, how valuable it seemed to be to simply "show the flag," to demonstrate by our presence the concern that the University has for them. We should talk about this at greater length some time. Maybe we ought to include Lloyd in our discussion. There is a Pandora's box full of problems out there. With such a limited staff perhaps we should try to clearly define that which we can do best and then concentrate our efforts on that and only that.

CCC/db

APPENDIX D

SECOND ANNUAL JUNIOR COLLEGE CONFERENCE

SATURDAY, APRIL 26, 1969

COLLEGE OF EDUCATION

ARIZONA STATE UNIVERSITY

Program

TEMPE SANDS MOTEL — SATURDAY, APRIL 26, 1969

9:00 am — Poolside
REGISTRATION -- Coffee and Doughnuts

10:00 am — University Room
MORNING SESSION

Presiding: Dr. Donald C. Bridgman, Junior College Specialist, Center for the Study of Higher Education, Arizona State University, Tempe, Arizona
Speaker: Dr. William F. Shawl, Dean of Instruction, Golden West College, Huntington Beach, California
Topic: "Improving Instruction Through Setting of Behavioral Objectives"

12:00 noon — Tempe Room
LUNCHEON

Presiding: Dr. John T. Condon, Executive Director, Arizona State Board of Directors for Junior College, Phoenix, Arizona
Speaker: Dr. William Harold Grant, Associate Professor of Administration and Higher Education, Michigan State University, Lansing, Michigan
Topic: "Faculty Development for the Improvement of Instruction and Guidance"

1:30 pm — University Room
AFTERNOON SESSION

Presiding: Dr. Minard W. Stout, Director, Center for the Study of Higher Education, Arizona State University, Tempe, Arizona
Speaker: Dr. Charles C. Collins, Associate Director, Junior College Leadership Program, University of California, Berkeley, California
Topic: "Implications for Student Programs From What We Know About Junior College Students"

Adjournment

APPENDIX E

MOUNTAIN-PLAINS INSTITUTE FOR

NEW PRESIDENTS OF COMMUNITY COLLEGES

May 4-6, 1969

Sponsored by

Community College Leadership Program, University of Colorado Junior College Leadership Program, University of California, Berkeley

Sunday, May 4

4 P.M. Opening Session and Reception (Presidents' wives are cordially invited to be our guests)

Overview of the Institute: Joseph A. Malik

"The Community College Presidency--Some Expectations and Responses"--Thomas M. Shay

6:00-8:00 P.M.--No scheduled session

8:00 P.M. Presidents' Round Robin: "The Presidency and I"

Monday, May 5

9 A.M. "Organizational Leadership--Some Conceptual Models"

Wilmar Bernthal, Professor and Head, Department of Manpower and Management, School of Business, University of Colorado

Reactors: Donald Newport, President, Platte College, Columbus, Nebraska. Dale Tillery

Whole-group discussion

Luncheon--No scheduled session

1:30 P.M. "Applying Leadership Models in Community College Administration"

George Hall, President, Western Arizona College, Yuma

Small-group discussions

Dinner and evening--No scheduled sessions

Tuesday, May 6

9 A.M. "The Presidential Prism: Four Views"

Board Member--W. James Miller, President, Maricopa County Junior College District Governing Board

A Faculty Member: John Ahearn, Arizona Western College, Yuma

A Student: Nancy Wolford, Arizona Western College, Yuma

A State Officer--Paul Elsner, Director, Community College Division, Colorado State Board for Community Colleges and Occupational Education

Whole-group discussion

12:00 Luncheon

Please note: Drs. Prince, Elsner and Mensel will be available immediately after luncheon to discuss matters of specific concern to participating presidents.

12:00 Luncheon (cont'd)

"Resources for the President: Information and Assistance"
"Professional Resources"--John Prince, President, Maricopa County Junior College District, Phoenix
"State Resources"--Paul Elsner, Colorado State Board
"Federal Resources"--Frank Mensel, Director of Governmental and Urban Affairs, American Association of Junior Colleges Washington, D.C.

3:00 P.M. "How Do You Put the Pieces Together?"
Small-group discussion
Group leaders: Joseph A. Malik, Dale Tillery

6:00 P.M. Dinner session (Presidents wives are cordially invited to be our guests)
"What's Past is Prologue"--Leland Lucksinger, President, Community College of Denver

Special acknowledgment: This Institute is made possible by grants from the W. K. Kellogg Foundation to the two Leadership Programs.

Institute staff:

Thomas M. Shay, Director, Mountain-Plains Community College Leadership Program, University of Colorado, Boulder, Colorado

Joseph A. Malik, Assistant Professor of Higher Education, University of Colorado, Boulder, Colorado

Dale Tillery, Director, Berkeley Junior College Leadership Program, University of California, Berkeley, California

Charles Collins, Junior College Leadership Program, University of California, Berkeley, California

APPENDIX F

Toward Understanding Black and Third World Students

Mr. Samuel Toney JCLP Intern at Peralta District	Opening Remarks and Moderator of Panel
Dr. William Pierce Psychologist, Mt. Zion Psychiatric Clinic	Psychological Dynamics Black Militancy
Mr. Nick C. Vaca Sociologist, U.C., Berkeley	Sociological Dynamics of the Chicano Movement
Mr. Ricardo Ontiveros Director of New Careers Development Organization	The Attitudes of the Mexican-American Community
Mr. Ronald Dellums Berkeley City Councilman	The Campus as One Arena of the Bigger Struggle
Mr. James Black President, Contra Costa College Student Body	Student Reactor
Mr. Bruce Nolley Tutorial Program, San Mateo College	Student Reactor

APPENDIX G

Listing of Dissertation Titles of JCLP Graduates

Ernest H. Berg: "Selected Factors Bearing on the Persistence and Academic Performance of Low-Ability Students in Four California Junior Colleges"

Jack D. Bessire: "The Development of Occupational Education in a Junior College with Reference to Certain Community Needs and Student Interests"

Chester Case: "Faculty Participation in the Governance of Junior Colleges: A Study of Academic Senates in California Public Junior Colleges"

George W. Clark: "A Study of Statewide Organizational Structures for Community Colleges:

James V. Clark: "A Study of Male Socioeconomically Handicapped Non-High School Graduates and Their Performance in Laney and Contra Costa Colleges' Vocational Programs"

Thomas W. Fryer: "An Investigation of Registered Voter Opinions Concerning the Community College as an Educational Institution in a Northern California Junior College District"

Richard H. Gott: "A Study of Vertical Extension of Academic Programs in Higher Education"

Louis H. Herkenhoff: "A Comparison of Older and Younger Women Students at San Jose City College with Implications for Curriculum and Student Personnel Services"

Tudor M. Jones: "Student Activities in California Junior Colleges"

James Keene: "Development of a Theoretical Model of Year-Round Operation of Junior Colleges"

George Peter Lederer: "An Exploratory Examination of How Selected Junior College Presidents Perceive Community Leader Behavior"

Thomas MacMillan: "Establishing a Predictive Model for Early Recognition of Potential Community College Student Attrition"

Richard V. Matteson: "The Relationship of Junior College Programs to the Employment Experiences of Graduates"

H. Neil McCallum: "A Comparative Study of Male Junior College Graduates Who Made Initial, or Deferred Decisions to Major in Vocational-Technical Programs"

John McCuen: "The Relationship of an Academic Probation Policy to the Official Objectives of a Community College"

Rudolph J. Melone: "A Comparative Study of Backgrounds and Attitudes of Community College Academic Staff:

Lloyd Messersmith: "The Impact of Specialized Accreditation on Community Colleges:

Barbara Mertes: "Attitudes and Performance of Junior College Students During the Transition from a Semester System to a Quarter System"

Roy G. Mikalson: "The Impact of 1961 Legislation Relating to Probationary Teachers on Instructions and Administrative Practices in California Public Junior Colleges"

Ernest R. Neasham: "Faculty Acceptance of Organizational Values in the Junior College as Indicated by Disposition Toward Vocational Education"

William P. Niland: "Faculty-Administration Conflict in California Public Junior Colleges: An Analysis and a Proposal for Resolution"

John E. Ravekes: "A Longitudinal Study of Low-Achieving High School Graduates Who Enrolled in a California Public Junior College"

Harvey B. Rhodes: "Retraining the Undereducated Adult: The Development and Implementation of Retraining Program for Undereducated and Unemployed Adults by a Community College"

Charles K. Sapper: "Selected Social, Economic, and Attitudinal Education Activities in Publicly Supported Institutions in California"

Thomas M. Shay: "A Study of Terminal-Program Students Who Transferred in 1961 from Public Two-Year Colleges in the State of New York"

Dale Tillery: "Differential Characteristics of University of California Freshmen and of Their Peers at California Junior Colleges"

Victor Willits: "A Comparative Analysis of State Implementation of Title I of the Higher Education Facilities Act of 1963 with Respect to Public Community Colleges and Technical Institutes"

William M. Winstead: "Factors Related to the Academic Careers of Students Who Have Transferred From Senior Colleges to Two Junior Colleges in California"

The following dissertations were completed by students who were not members of the JCLP, but who pursued their degree work in the Department of Education at Berkeley, in part under the supervision of JCLP staff:

John W. Hakanson: "Selected Characteristics, Socioeconomic Status, and Levels of Attainment of Students in Public Junior College Occupation-Centered Education"

Berkeley Johnson, Jr.: "The Development of a Test of Commitment to Community College Values"

Robert L. Wynne: "A Study of Socioeconomic Status and Vocational Interests of Junior College Students in Occupationally Oriented Curricula"